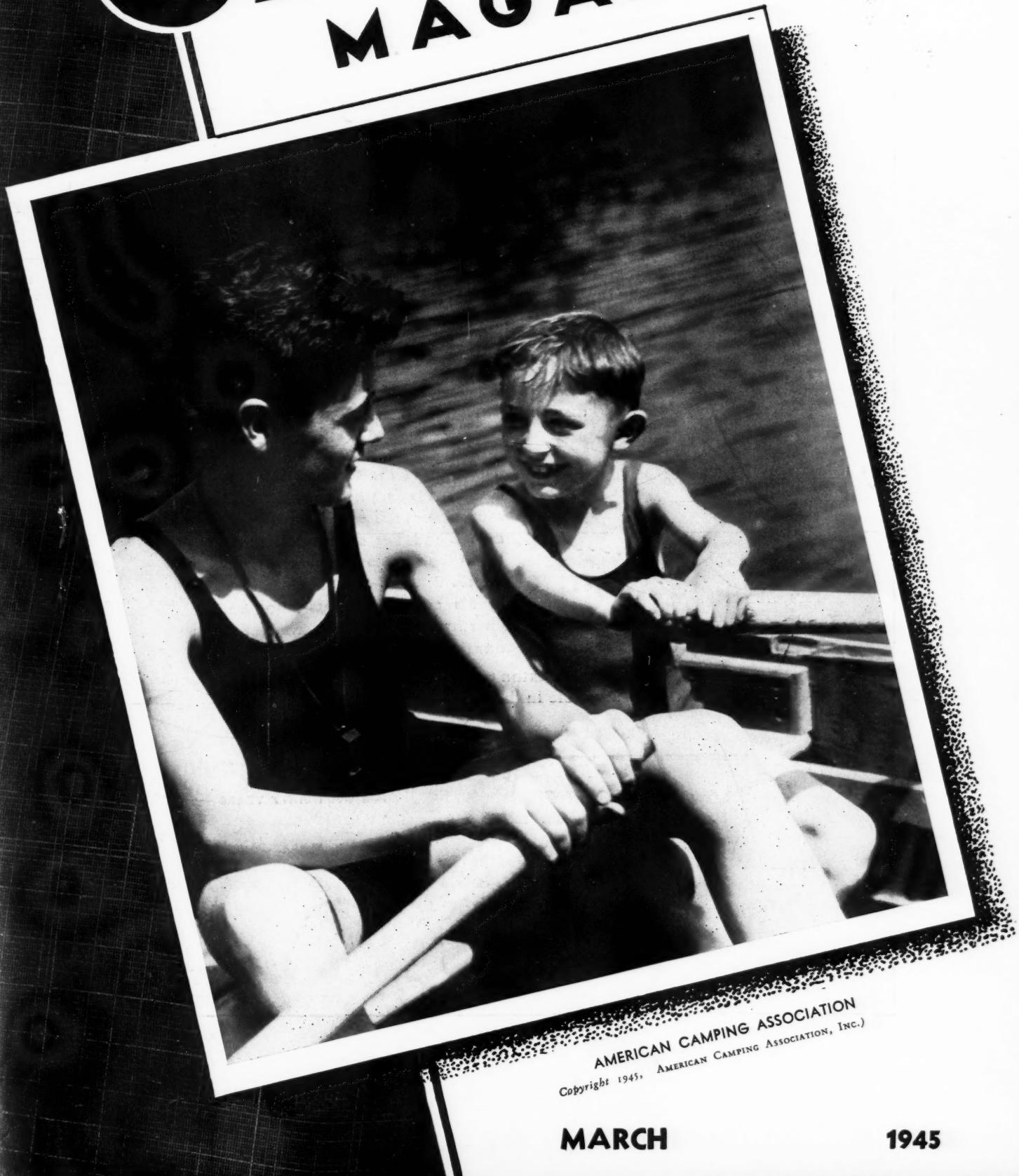


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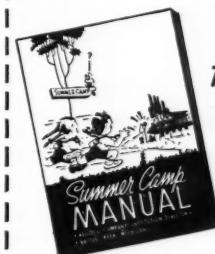
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Goals for Camping in the New World Setting

An Address Made at the January Meeting of the New York Section of the A.C.A.

By Henry M. Busch

EVER since the much-quoted statement of President Eliot of Harvard that "The camping movement is America's greatest contribution to education," the best camp directors have had goals which they tried to achieve through the experience of camping.

These goals were sometimes expressed in terms of character-development, citizenship training, or more recently, personality development, but regardless of the term applied, they had a certain consistency and durability, for they were good goals.

Today I shall talk less about new goals in camping than about the re-interpretation of old ideals and objectives, in a new, changed, and ever-changing setting . . .

If we are to set goals for the coming camp season which shall re-interpret and re-vitalize the best ideals our experience has produced, we must try to understand the new world setting in which camping takes place, to see what challenges it offers.

The most obvious fact today is the universal conflict, with its accompanying factors of maximum effort for destruction, its emphasis upon direct, violent action to achieve goals, and its disregard for human life. Certainly destructiveness, directness and callousness are necessary in fighting a war, and certainly this war must be fought and won; fought with all the means and methods necessary; won, if human decency and freedom are to survive.

We could not be talking this afternoon, safely, freely and comfortably, about educational ideals and spiritual objectives, if millions of men, thousands of miles away were not engaged in the soul-searing experience of the greatest carnage that the devilish ingenuity of dictators ever let loose. There can be no criticism of the attitudes and activities our fighting men have had to develop and undertake, unless we are a group of pious hypocrites who condemn other people for the necessary dirty work that keeps us safe and comfortable. But we should be untrue to the obligation we have, to plan the best for the young people of today, unless we face frankly the dangers in the present situation, which may vitiate our efforts with the children of today.

In recent years our camps have tried to get away

from everything that smacked of regimentation, and to encourage free, creative activity in order to develop self-reliant individuals. That was the drive behind the project type of activity and the method of informal group discussion which had and still has such vogue in modern camps. But today the regimentation of millions of men and women is a fact which casts its long shadow down the future. The regimentation of a modern army and navy is inescapably necessary. It flows from the need to train millions of men to respond automatically, and to play their specialized parts in the intricate teamwork of mechanized warfare. It is a by-product of uniform equipment and standardized quarters, as well as of mass training and indoctrination.

As necessary as regimentation and a high degree of uniformity may be in a nation at war, free peoples, whose greatness has been based on variety and individuality, must do all in their power to prevent regimentation from becoming the accepted way of life in peace times. The proposal for peace-time universal military training in the United States will project some of these dangers. If World Organization, whether based on Dumbarton Oaks or something better, fails, we shall need to be prepared. But whether we have universal military training in this country or not, the experiences and moods of millions of young people may exert some pressure toward regimented training.

A worthy goal for all progressive camps, then, is to set the stage of organization, personnel, attitudes and activities now, and for the next few years, so as to encourage the *greatest possible freedom and variety*, consistent with safety and sound program procedure.

Basic to this ideal and inextricably related to it is the aim of developing *respect for individual personality*. We must help children to understand that inventiveness and creativity originate with people who dare to differ from the crowd, and that inventiveness and creativity make a nation and a culture great.

This respect can be inculcated, in part, by adults showing attitudes of tolerance toward people of other races, classes and creeds. It can be furthered by a little judicious repression of intolerant attitudes of

campers, but it will grow most surely and soundly out of diversified activity. Here again attitudes enter, for if the adults in camp show appreciation for unique and distinctive performance, the children will soon display approval of their fellow campers.

Underlying this whole issue is the question of our attitude toward human life. Many of us have already had contact with fighting men who were once our campers or students and have heard them tell how they became hardened to killing and to suffering. That too is as it must be, and maybe as it should be, for if our men are not to suffer psychic shock which will unfit them for normal life or even send them to mental hospitals, they must become hardened.

This morning's paper contained an excerpt showing what is happening. In describing a naval action off Luzon a few days ago, the reporter wrote:

"Suddenly from the left, where our people were, came a series of rapid gunfire flashes. In a terrible moment that made our jaw drop open the Jap destroyer blew up in a tall rising column of orange fire like a giant oil tank bursting.

"The light in the sky subsided in two more smaller explosions and the business was finished. It had taken just a little more than fifteen minutes.

"The captain of our ship came out from the wheelhouse.

"That was the Jap that blew up," he said, "They can't find any survivors. They can hear them screaming in the water but they can't find them."

"The man next to us says slowly:

"You know, it's funny how you can look at a thing like that and not have any feelings about it at all!"

"You've been out here too long," we tell him, but he just shakes his head as though he can't understand it and says:

"No damn feelings at all."*

Again, we cannot condemn men who react this way, or even criticize them. But we can and we must use our best intelligence and efforts to prevent this type of callousness from becoming a part of the climate of opinion in which our children live and move and have their being.

We must never, if we can prevent it, permit an inverted Nazi racial intolerance to conquer us. Our children must never parallel the Nazi doctrine that all Jews, liberals, and non-Nordics are inferior, with the belief that all Germans, Japanese and their allies are bad. We know that a people who have produced an Eisenhower, Nimitz, Wedemeyer and Stratemeyer have the potentialities which, under the proper conditions, can continue to produce great, free men. We know that a racial stock that can produce the 100th battalion, those American boys of Japanese ancestry, with its unsurpassed record of heroism, casualties and

decorations, can produce more people who work and fight for human welfare, if the conditions are right.

This is no subtle plea for a soft peace or anything short of unconditional surrender. It is a plea for decency in our racial attitudes in our own intra-national situations. It is a challenge to set situations in camps so that respect for life and personality may develop and flourish in our national life.

The present reliance on direct, violent action could grow into a post-war attitude which would threaten the whole democratic process of discussion, debate and compromise. It could result in substituting force for reason. Now is the accepted time for all who work with young people, to habituate them to reason, logic, patience, thorough-going work, to discussion and the give-and-take of compromise social solutions. These habits and attitudes can be developed in the handcraft programs, in group choice of activities, in the election of officers and in the formal and informal bestowal of honors by the campers themselves.

It must be evident by now that I am stressing broad social goals, objectives that have to do with attitudes and values. I respect techniques and details, for men cannot live without them. I am confident, however, that all of us in camping have had enough experience, or can make the experience of others available, to be able to operate reasonably satisfactory activity programs and to provide the mechanics of safe and healthful camp operation. I am likewise sure that in this conference and in meetings and institutes to come, you can secure plenty of guidance as to the mechanics of camp operation.

But unless values permeate activities, and unless activities are supervised by people who love goodness, beauty and truth, mere camping activity will fail to keep alive those things which have made our people growing, tolerant, diversified personalities with an aspiration toward true greatness. Unless we plan now to counteract dangerous forces which can reverse the trend of American idealism, we shall prove false to the challenge of the present crisis.

If ideals and means, goals and techniques, are intertwined, we must give continuous attention to studying and understanding the social situation which conditions our lives, and we must try to apply the lessons to our activities. That is a task for all, but especially for those in authority in camps, for they set the stage; they choose the camp staffs and they eventually cast the most influential vote on the type of camp to be conducted.

But the technique of camp operation is vitally important. Therefore a goal toward which all camp directors should strive is the selection and training of

(Continued on page 20)

* P.M., January 12, 1945.

Camping 'Round the Calendar

What Are Wegonnado?

By

George A. Mozealous

TUNEFUL to the ear, heartening to the palate, "Soupy, Soupy, Soupy" rings out across the countryside and a group of lusty youngsters gallop in for "ah food." As they "stow it away" we reflect that there's nothing unusual in this scene, until we've noticed the garb they've shed in preparation for the meal. Heavy coats, earmuffs, caps and galoshes or perhaps raincoats, wide-brimmed hats and rubbers are hung along the wall and strewn on the floor.

These youngsters are proving that outdoor adventure need not be limited to summer months. In our area, this 1944-1945 winter of "exceptional" snow, cold and ice has actually brought more youngsters (and oldsters) to the out of doors than ever before. They are proving to themselves and to the rest of us that camping is as much fun in the fall, winter and spring as it is in July and August. We've found too, that more boys will camp during the summer because they've had a taste of it during the other months of the year. These appetizers of a day or a night or two send them back for the summers "full course dinner."

We should think of "camping 'round the calendar" because we should feel that no youngster is really trained in out of door living unless he has an opportunity to camp under all possible weather conditions. Along with this training, of course, go all the spiritual and educational values we believe to be inherent in summer camping if the training is provided on the same high plane.

The difference between the summer and winter "what to wear" in itself deserves considerable attention. Add to that the matters of shelter, transportation, food and program and the camper is presented with an entirely new set of challenging problems.

Then, too, the desire for adventure does not hibernate in the fall, lie dormant during the winter, and come to life just as we are about to entrain for "summer camp." Nor do the trees, the birds, the shrubs, nor the stars, nor the clouds hide themselves away when "summer" camp closes. They change—trees lose the leaves which have made them easy to identify, the stars shift their positions, new constellations appear, some of our birds leave, others are with us the

year round. Nature gives us a whole new world for exciting fall, winter and spring exploration. The fun of tracking is enhanced in the fresh fallen snow or mud of early spring; the enigma of "what tree is that" increases when we have only its formation and bark to compare it with its neighbor.

The reasons for "camping 'round the calendar" are many and the things we can do are legion. Generally the boys gush forth the questions in this disorder: Wherearewegoin'; Whatarewegonnado; What-dowehavetuhtake? Let's answer a part of the Whatarewegonnado, first. At this point we trot out the old cliche "the season of the year will determine this." Rid of that we can progress.

For those whose experience has been limited to summer camping, we will of course want to think of short trips for the sake of experience. Pilgrimages to historic sites or shrines are always popular. Undoubtedly, some national hero lived near your hometown, or perhaps some Indian chief or local hero. Perhaps the old "Whatsis" wagon trail is believed to have gone through Ryan woods. A trip to any such site, accompanied by a good story of the hero or event—real or legendary—provides the reason for this special occasion. Or perhaps Sanguine Village is having its annual "Happy Day" and you'll have an opportunity to participate in a real country church chicken fry and sleep in Farmer Lons' barn.

Late fall in the field will give the group a chance to gather winter "bouquets" of weeds. Later, many instructive hours can be spent in coloring these and in contests to determine the most novel bouquet—the one showing the greatest variety, the one with the most interesting color combinations, and many another "the most."

Simple mapping can form the basis of a most interesting trip because practically every step of the way calls for observation, estimating, and the need to "do something." This can be put to practical use or be just for fun. Perhaps a nearby campsite or trail or road to camp hasn't been mapped or perhaps we just want to make a map to take back to "G2" so that our intelligence officers and engineers can help plan the next attack on the enemy. Here's a stream. Where's the best point to throw a bridge across?

What should its length be? How deep is the gorge? There are innumerable problems for our "observers."

If we have even a small supply of film, we can have a most interesting photography hike. Let's agree that no one will "snap a shot." Each picture will be taken only after due study of the best angle, the best framing, the best view, and the many other conditions necessary for a really good picture. Snapping the shutter is the least important consideration on this trip because there may be only one camera to every three or four persons. But our Team is out to make the *best* picture! Here again we have an excellent opportunity for some fine follow-up indoor discussions after the film has been processed.

And a cooking trip! Yes, just for the sake of cooking and eating! Perhaps we shall want to work out the best possible menus for a group from one to eight persons, keeping in mind the use of unrationed items, the simplicity of preparation, and the ease of cleanup. Eating is nearly always interesting. Why shouldn't we think of it as the major item of some outdoor trip?

For the fall, winter, and spring we can consider a trip to our camp if it is nearby; or to the camp of some friend of ours. If we are camp operators, we can reflect sadly on all that equipment and those buildings lying idle so much of the year. But the youngsters will be too busy exploring old familiar haunts over the countryside or wondering where that trail goes in an unknown camp. Perhaps we can organize a "close up" or "open up" party to be sure that all equipment has been properly stored, or to get out those craft tools or other items that are going to need sharpening or painting. Many camps have remarkably successful "clean up and paint up" expeditions in the spring and fall. Some camps have

mid-winter trips for indoor work. A camper certainly has a wholesome sense of "ours" after helping in this manner.

Short afternoon or day trips can be made to the bird-feeding stations we may have built in the nearby woods or erected (with permission) in the park. Perhaps, if we are careful, we'll be able to see some of our star boarders getting their share of the goodies we've left for them.

There are any number of treasure hunt types of trips which lend themselves to camps of one day or longer. In the winter a Dawson Sweepstakes or Klondike Derby with humans acting as the sled pullers can be a most exciting event. In the spring a "Gold Rush" with all the trappings of a real '49er expedition can give a day or two of real fun. Stations along the way may require that the team demonstrate its ability in certain camping skills before it is permitted to proceed. These skills can be easily set at the ability level of the group. Parents enjoy watching the start and finish of these events and have been known to root the teams on from the way stations—getting as much fun and exercise as the youngsters in the process.

Trips to tree nurseries with an explanation by some member of the nursery staff of the work involved in planting and growing trees will help give all youngsters a greater appreciation of the trees near home as well as in the woods. Perhaps, if conditions permit, a little time could be spent in such an activity as weeding.

Since by now we may have given at least a few answers to the questions "whatarewegonnado," it would be well to help the trip leader by thinking a bit about "whattowehavtatake" and "wherearewegonnago."

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The Conduct and Implications of Day Camping

By William M. Grimshaw

THE day-camp movement has enjoyed a popular growth tending toward the enlargement of camping service for youth by many social agencies during recent years. This trend is clearly evident in the reports and statements by reputable youth organizations throughout the United States. It is believed that the rapid expansion of this program in camping reveals a desire on the part of educators and youth leaders to provide more adequate means wherein the principle of equality of educational opportunity can be better realized by greater numbers of children everywhere.

The origin of the study about which this resumé is concerned grew out of personal experience and observations over a period of several years with reference to the general status of day-camps. It was recognized that this comparatively recent youth movement had initiated new administrative problems for many social agencies dealing with younger children. Specifically, some of the known problems were sponsorship, finance, publicity, enrollment, care and maintenance, attendance, transportation, legalities, health, assignments, sanitation, safety, housing, supplies, inservice training, and a host of others. Such problems evolved from situations related to management, campsite and facilities, personnel, and program. It was believed that a study of the best practices in these administrative areas would result in recommendations for improving the status and would thereby contribute to more effective day-camping. The establishment and recommendation of abstract standards for all camp situations was considered undesirable even if it were possible. It was thought, however, that day-camping had progressed sufficiently to enable it to be recognized by certain fundamental characteristics and conditions some of which are indicated later in this report.

The purpose of the original study, therefore, resolved itself into an investigation of best practices in the conduct of day camps with a view to evaluating

such practices in order that basic guides in administration could be formulated.

Source of Data and Evaluation

Published and unpublished studies dealing with day-camps have been few. In certain instances those having been completed have not been made available for general public use. An exhaustive search revealed that the study reported on here would be a pioneer work on the level and scope then contemplated.

The investigation was designed for a nation-wide survey. As a result of questionnaires sent to 132 widely distributed social agencies, including public and private schools, throughout the forty-eight states, 151 day-camps of the type proposed for study were located. Over four-hundred other daytime programs were submitted but these were eliminated since they did not satisfy the definition of a day-camp as developed for the study undertaken. Throughout the investigation a day-camp was interpreted to be "an organized camping program under qualified leadership conducted during the daytime for consecutive days in a traditional camping environment for educational and recreational purposes." Of the 151 selected day-camps contributing to the study 40 were tax-supported, 79 were sponsored by un-official organizations, and 32 were operated by private ownership. From these sources over 2000 pages of materials were assembled for study and analysis.

The materials received contained every known factor relating to day-camp administration. From these data 568 tentative statements of practice were developed. These were later refined and delimited to 308 best statements of standards and policies and were submitted to a jury of twenty-five expert day-camp administrators for evaluation. The experts were classified into three groups so that the number in each group was in ratio to the per cent of official, unofficial, and private camps represented in the study.

As a result of the jury appraisals 205 of the best statements of standards and policies were judged to be essential for effective administration. Each statement had a scale value of 85 per cent or better. These scale values were equated to determine their relative worth to official, unofficial, and private organization camps. The 205 approved standards and policies were then formulated under their appropriate main headings of general organization, campsite and facilities, personnel, and program.

Implications of the Study

It was not claimed that all of the standards and policies would be equally applicable to all three types of camp organizations that were conducting day-camps. However, careful analysis of the evaluation's revealed that two-thirds of the statements in the combined areas were judged essential and thereby carried with them applicability. This evidence pointed clearly to the assumption that there were certain basic factors or conditions in administration that were comparable in all day-camps irrespective of the types of social agencies conducting them.

The educational implications in the study were many. For example, it was clearly borne out that the pattern of day-camping was one assisting younger children in developing their abilities to adjust to real-life situations through an environment of natural surroundings. A few more examples follow in the succeeding paragraphs. The findings strengthened

the belief that day-camping was a significant force in social progress.

It was important to note that while day-camps have been established largely by social agencies outside of the school public education has become increasingly aware of its purpose and appropriateness. Day-camping has been observed as essentially an educational experience derived through participation in daytime camping activities. Its possibilities for adaptation to local conditions make it extremely advantageous to school administrators and teachers.

There was considerable evidence in the study indicating that day-camping was not intended as a compromise or substitute for the conventional camping program which provides for overnight experience for extended periods. This point of view suggested that the values of daytime camping conducted under proper conditions served to multiply the educational opportunities of youth rather than take the place of benefits to be gained through other types of camps.

The study not only made clear the fundamental purposes of day-camping, some of which are shown above, but it also contributed to the pattern of procedures by which the most desirable outcomes of the program could be accomplished. Day-camping should be thoroughly planned and organized; it should function on a seasonal basis and should operate for consecutive periods of at least five days for every camper. The environment should provide vigorous outdoor

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GROUP WORK AND CAMPING

By

Sanford Solender

ONE recent cold and blustery day, we made our way to the main branch of our Public Library, in search of the files of *The Camping Magazine* for the last few years. Without a moment's hesitation, we proceeded to the Division of Sociology and Education. To our consternation, we were advised by an embarrassed librarian that literature on camping was to be found in the "Fine Arts" division.

We do not reject the idea that camping is, indeed, a fine art. Yet, this erroneous classification of camping seems symbolic for the question at hand. Confusion, divergent views, and unclear thinking persist with respect to the proper designation of camping. To some it is a movement, with the implication of common effort toward an established goal. Others regard camping as a field—a sphere of work in which practitioners are engaged in similar activity. There are those who see camping as a profession—an occupation to which they devote themselves and for which they have acquired special knowledge and skill. Some in organized camping identify it primarily with recreation. Others associate camping with the field of education. Many workers engaged in camping have the point of view that it is closely related to social group work.

Such varying viewpoints are not surprising when one considers the many interests, individuals and organizations which contributed to founding and building organized camping. Labor unions, fraternal organizations, religious groups, youth-serving or group work agencies (Settlements, Scouts, Y's, etc.), public schools and case work agencies, together with hosts of private camp owners, have been inspired to advance organized camping by widely varying motives.

A milestone of progress in camping has been the steady trend of the last two decades toward greater consensus among camping people about their aims and techniques. Camping has recognized itself as more than recreation. It has become identified with progressive education and social group work. Where, it may well be asked, does this evolution lead?

In the December issue of *The Camping Magazine*, Barbara Ellen Joy challenges the camping movement on this point. She recognizes that progress in camping is measured by the capacity of the field to become professionalized, i.e., to identify its basic aims, knowledge and skill and to evolve professional standards

of personnel and camping practice. With this in view, she calls for the crystallization of a *profession* of camping.

Is this the answer to the need for professional advance in camping? We are inclined to think not. We believe that the time has come for a forthright identification of camping with the profession which is evolving around the practice of group work. Here is an opportunity for camping practitioners to take the long view and to relate themselves to an emerging profession which represents their basic aims, knowledge and techniques. We shall here suggest some of our reasons for opposing the crystallization of a camping profession and for favoring the position that camping should find itself in the professional scope of group work.

Miss Joy lists six characteristics of a profession, as set forth by Abraham Flexner, and suggests that camping must aim to fulfill each to be entitled to the designation of a "profession." Applying these standards to the camping field, one is impressed by the similarity of the basic elements of camping to those of group work. These attributes are not unique to camping, and the few that are exclusive to the camping field hardly represent the basis of a distinct professional field with knowledge, skill and standards peculiar to itself. In view of the identity of its basic components with those of group work, we submit that camping can find its place in this broader professional area. But let us examine this concept further.

What are the essential elements in camping? How do these compare with the fundamentals of group work?

The goals of camping are generally regarded as the development of rounded, well-adjusted young people through enjoyable, wholesome group experiences and individual activities in the out-of-doors. These experiences promote social adjustment, physical growth and health, broadened cultural horizons, appreciation of nature and the out-of-doors, and the capacity of young people to identify themselves with their community and to participate wisely in its affairs.

Camping's "systematized body of skill and knowledge" includes, first, understanding and application of the social, emotional and physiological factors in human behavior and adjustment; second, recognition

and utilization of the ways in which wholesome experiences in group living with trained and enlightened leadership can constitute a growth experience for young people and a force for their better adjustment; third, development of effective relationships with young people; fourth, stimulation and leadership of significant and varied group activities, including such specific interest areas as music, art, nature and swimming; fifth, recognition of the possibilities for accomplishing these values through sustained, twenty-four hour day-to-day contact with children; sixth, implementation of the principles and methods of sound educational administration (staff selection, supervision, evaluation, etc.); and seventh, application of the principles and practice of effective institutional management in a camp setting.

Katherine Lenroot writes: "A good camping program gives youngsters a chance to have fun and adventure together out of doors, to work and play with others, to share responsibility, to enjoy the companionship of other children and adults, to participate in group life, to face and solve problems, to develop self-reliance, to practice democratic living, and to build sturdy bodies."* We have recited these principles of camping to emphasize that its essential characteristics are those of group work. The practice of group work is increasingly understood as the use by professionally competent workers, of the knowledge and technique of promoting individual growth and development through positive group experience. The understandings and methods reviewed above represent the elements of a rapidly crystallizing area of professional practice.

The term "group worker" describes a person professionally competent to give direction to the process of growth through group experience, *in a variety of situations or settings*. We are moving away from the notion of a "group work field" and toward the idea of the group worker as a practitioner with professional capacity which may function effectively in many different situations. The community services in which, hitherto, the most successful use of "group work" has been made are organizations variously described as "youth serving," "recreational" or "group work agencies," i.e., Y's, Scouts, Settlements, etc. However, a broadened view of the usefulness of the professional group worker's knowledge and skills is evolving. There are indications, for example, that business and industry are making use of group work's knowledge of human behavior, group forces, and the effective techniques for assisting group adjustment and stimulating progressive group activity in promoting more effective foremanship.

Camping is a setting in which group work can operate with a high degree of success. It offers in-

* Lenroot, Katherine — "Needed: More Camps for Children." *The Camping Magazine*, April, 1944.

comparable opportunities for significant social learnings. As Dimock and Hendry point out: "The paramount educational asset of the summer camp . . . lies in the naturalness and simplicity of life in the woods in contrast with the complexity and artificiality of civilized city life. A cluster of values seems to be rooted in this unparalleled opportunity provided by the camp for wholesome play and recreational activity."[†]

The technique and skill of the camp worker who would effectively use the opportunities of the organized camp for meaningful camper experience is that of group work. Camping can progress to higher levels in its knowledge and skill as camp workers bring group work competence to the direction and leadership of camping. To the degree that leaders of organized camping identify themselves with the profession of group work, seek professionally trained group workers for key camp positions, and make group work aims, knowledge and technique the basis of their work with cabin or cottage groups (as the living groups may be termed), organized camping will achieve the professional growth and status it requires and deserves.

This concept amply provides for specialization of interest and skill. It presumes that there will be professional group workers who address their particular interest to camping. They will endeavor to discover the best means for group work performance in the camp setting with its full day, continuous association and the use of the out-of-door natural setting. They may become expert in the problems of camp management, just as other group workers have become competent in the management of youth-serving agencies or institutions in which the basic process is that of group work. This point of view fully recognizes that many positions on the camp staff require special training in other related professional fields. Specialists in music, drama, the arts, camp craft, swimming, etc., each must bring to the work particular preparation in their own area. Yet, in the practice of their specialty at camp, they must make use of their activity to lend richness to the group experience of the campers. Basic group work factors must underlie their performance, and the function of the camp director or program director, whoever may supervise these specialists, will be to assist them in making effective use of their skills in a group work sense.

The development of standards of good camping practice is surely a step which must accompany the progress of organized camping. However, the derivation of these standards is to be found in the means for most effectively carrying out a group work program in the camp situation. With group work prin-

[†] Dimock, Hedley; Hendry, Charles — "Camping and Character," p. 4.

ciples as a base, camping leaders can develop standards for program, personnel and management based upon the conditions essential for the conduct of an effective program at camp. Parallel for this may be found in other professions. The profession of medicine is a field with a clearcut body of knowledge and technique. Yet, medicine is practiced by physicians in manifold situations, as, for example, factories, hospitals, the army, and our own camps. Standards of good medical practice are established by the basic profession, and in each situation where medicine is practiced, these standards are adapted to the setting. Substitute "group work" for "medicine" and "group worker" for "physician," and the analogy is apparent. It is important that we not confuse the profession itself with the situation in which the profession is practiced. Group work is the fundamental area of professional practice which operates in the organized camp setting.

Carr Saunders and Wilson, writing in the "Encyclopedia of the Social Sciences" on the nature of a profession, state: "We recognize a profession as a vocation founded upon prolonged and specialized intellectual training which enables a particular service to be rendered."^{*} A well-conceived plan of professional training is at the core of a profession. Can this concept be applied to the field of camping? Does camping possess a unique field of learning and skill for which "prolonged" and "specialized" training is required and around which such training can be built? We suggest that a thoroughgoing program of professional education can not logically be based upon preparation for practice in the camping field alone. The knowledge and technique of group work represent an area for which intensive professional study and preparation are available. This field of information and method includes the elements basic to camping practice. Effective professional preparation for camping can best be secured through group work training, supplemented by specialized material dealing with camping. Camping's professional growth lies in relating itself to professional training for group work.

The profession of group work has itself not achieved full fruition. Among the growing corps of workers who have identified themselves with group work, there are forces at work which are pressing for full professional crystallization. The National Conference of Social Work in 1944 witnessed a clear expression of the growing determination of group workers to develop a professional organization through which to achieve formal expression of the standards of group work training and practice which have taken shape in recent years. A committee of the American Association for the Study of Group Work is now considering this question. There are many

problems of emphasis which remain to be settled within the "profession" of group work. The fields of progressive education and social work both play into group work with a strength not fully assessed or finally synthesized. But it is inevitable that the conduct of programs aiming at individual growth and development through group experience will assume full professional stature. This is the professional setting for camp workers.

In this concept of camping there remains a full and important role for an association devoted primarily to camping. This body need not become a professional organization. It can conduct an effective program to discover the best means for carrying on the group work job in organized camping. Through its periodical, its regional and national study and conference program, and its many other services, the association can press for the raising of camp standards through the best adaptation of the principles of group work in the programming and management of camps.

We urge, therefore, that those engaged in the practice of camping find fulfillment of their professional aspirations through group work, rather than through the creation of a separate profession of camping. In summary, our reasons for this position are as follows:

1. The fundamental aims, knowledge and techniques of camping are those of group work, with camping's special problem being the fullest application of group work to the camp setting.

2. Sound camping standards are derived from basic group work principles and can be best defined through a clarification of the means of effecting a good group work program in a camp setting.

3. A program of training practitioners in camping should be built around professional training for group work, with specialized material related to the practice of group work in camps.

4. The professional literature of group work deals with concepts and problems which are basic to camping. The literature of the group work field should be a background for camping, with additional material related to the specific matters of camping.

5. The crystallization of camping into a profession apart from group work and progressive education would be contrary to the advancing historical trends which have brought camping practice constantly closer to these fields. It would lead to a fragmentation, rather than a unification, of the professional area of work with groups.

6. The formation of a separate profession of camping might play into the danger which William A. Kilpatrick had in mind when he said of camping: "It suffers from discontinuity . . . "^{*} If our aim is continuous association with the child, camps must more and more be related to year round service. Identifica-

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* Carr Saunders, A.M., and Wilson, P. A., "Professions," Vol. 12, page 476, "The Encyclopedia of the Social Sciences," 1934.

* Ibid, "Introduction," page XI, by William A. Kilpatrick.

A MILESTONE

By
EMILY H. WELCH

AMILESTONE is always an interesting time for looking back and looking ahead and, as I approach the beginning of my second quarter century as a camp director, I find myself frequently musing on my good fortune. Too few professions offer the opportunity of adventuring in community living. Those of us whose work means this primarily, as camp directing certainly does, can only be grateful. To have the anticipation that each day will presage new experiences, new adjustments, new phases of personality to be met, means vital living indeed.

As I reflect, one thought keeps recurring to me, the thought of my long years of membership in the American Camping Association and my fellowship with the men and women who have fought valiantly to keep it alive. For it has been a struggle and there have been many dark days, but the will to live was strong with a few and the strength for victory was given them.

But my musing in general is a bit more self-centered for it deals also with what the Association has brought to me. As I review our camp program I realize that many of its most valuable elements are incorporated in it because I have come to know of them at an A.C.A. meeting or through *The Camping Magazine*. The camp equipment is safer and better for the many practical talks and articles, and the camper and counselor morale are the richer for the inspirational contributions with which my membership has kept me in touch. I know of no other source that is as directly *en rapport* with camping at large.

I am thinking, too, of the friendships that have meant so much to me. I look forward to the Conventions not only for the meetings but probably as much for the renewing of personal contacts on the side, so to speak, perhaps with an individual at luncheon or with a small group where there can be real sharing of thought. Much of camp directing requires the "trial and error" method and it is gratifying that so many experienced directors are more than generous in pooling the benefits of their years of effort. I am a better camp director for having known them.

My experience at the Alexandria meeting in October, 1942, stands out in bold relief. There were about fifty of us from all parts of the United States; and we had gathered there, not as a pressure group, but with a genuine desire to find out whether camping had a place in the war effort; and if so, how we

could be of the greatest help. On the first night the air was warm and soft and for a long time we sat out on the lawn singing together and "razzing" each other in a spirit of heartening camaraderie. I am sure that a bond was forged that night that accounted for the astounding amount of work that the next two days produced, which you know as the Alexandria Conference Report and what is more important, is still carrying us on in the firm conviction that camping at its best will play a large part in helping to develop the kind of men and women that our chaotic world very much needs.

One more result of my musing: membership in any organization is enriching only in so far as one is willing to be a part of its work and its problems. To recognize that no organization is better than the level of its membership and to join in its efforts to keep that level up, seems to me to be the "sine qua non" of assuming that we may share in its benefits. Who are we that we should expect to take much and give little?

If V-Day Should Come During the Camp Season

By RUBY M. JOLLIFFE

RECENTLY some one wrote to a newspaper suggesting that when V-Day comes, office workers and cliff dwellers refrain from throwing out of the windows onto the street anything that might injure people below.

I am wondering how much thought camp directors are giving to the celebration of V-Day should it come during the camping season. Will youngsters go wild, throw things around, destroy property, yell lustily and declare a free-for-all? Perhaps some of this will be unavoidable. But couldn't we be thinking now and planning for a quite different celebration? What will you want them to remember later in life when V-Day is recalled? "We had a swell time—raised old Cain at camp;" or will they remember something you said, will they have carried something home in their hearts to be cherished all their lives, something which helped them in the readjustments they were called upon to make?

Wouldn't it be inspiring to know that all the children in camps everywhere were giving thanks to God in song and prayer, dedicating themselves as a band of campers to help make the peace worth the price paid for it?

And if peace comes before the season opens, will you have on hand and ready a ceremony of joy and thanksgiving with which to strike a keynote at the opening of camp, the keynote of a melody attuning the minds and hearts of your campers and counsellors to peace and harmony?

I Listened and Looked

A Brief Report on A Study of Twenty-six Summer Camps

By

Dora M. Einert

LIKE the elephant's child, I have always had "satisfiable curiosity" about summer camps, other than the one where I happened to be on the job. To actually spend the summer making consecutive visits to a selected group of camps within a one hundred miles radius of New York City, was indeed a program tailor-made to my interest. This rather unusual opportunity was afforded me by the Federation of Protestant Welfare Agencies of New York City and resulted in a sample study of twenty-six camps which served mainly Protestant children.

The camps under discussion represented wide differences in auspices, clientele, fees, camper capacity, size of staff, length of session, acreage, lay-out, and type of equipment. No two camps could be paired, not even when they shared the same lake.

On each visit, I tried to get the "feel" of the particular camp, both by taking part in the life of the camp as it enveloped the child, though of course I could not shed my mature years, and also by imaginatively assuming the role of a staff member, without actually exercising any leadership capacity. I tried, in fact, to avoid influencing any situation by being neutral, and yet to be actively interested in everything within sight or earshot, in order to sense the interpersonal relations which create the camp atmosphere and give color to the child's experience. With directors and head counsellors I asked direct questions which they answered willingly. I took part in children's conversations in a passive, accepting manner. I listened and looked. Especially at boys' camps, children often asked me wistfully, "Are you a mother?", to which I could only respond in the negative, adding that I was just a visitor, wanting to live with them for a short while.

As I was taking my leave at one camp, the director's wife, an artist, said to me, "I think you are trying to fathom the intangible elements in camp." At another, a very worldly-wise director said gently, as I took my leave, "Well — did you get what you came for?", to which I replied, "Yes, indeed, over and over again." And this was inevitably so, for there seemed to be an inescapably consistent pattern at each camp and one which stemmed from those in responsible positions.

"What I came for" was not really intangible. It might best be understood in the following terms. I looked for laughter, fun, high spirits, music — a singing camp, adventure, joy in the acquisition of new skills, intimacy of living together with security provided by a counsellor, the happy social function of eating good food together, release from city tensions of herding and hurrying, long peaceful nights and readiness for the day, freedom from coercion and the routine of school life, enjoyment of country wonders, of living things and a fresh understanding and appreciation of the beautiful. I looked for respect for each personality, encouragement of the creative spirit, the prizing of initiative and spontaneity, the chance for experience in cooperative work for the common good and for the experience of living within a few necessary limits which were clearly understood. I looked for what might be called the unconscious practice of democracy. I looked for a staff able to help children gain emotional release, who were accepting of a hostile youngster, and able to recognize the needs of the "good little child." I hoped to find some camps which were providing experience for boys and girls together, and inter-racial ones where white and colored children enjoyed themselves together. All this is a frank confession of my own slant and should serve as a red or green light to the reader!

What I took away from the consecutive visits to twenty-six camps is the startling awareness of the camp director's, or sometimes the head counsellor's potential influence, for I found that his enjoyment of camp life, his tension or relaxation, his sensitivity to children and his attitude toward counsellors seemed to permeate the staff. The degree of his understanding was faithfully reflected by the staff in their relationship with the campers. The physical facilities of each camp seemed relatively unimportant since the happiness and welfare of the children were clearly in proportion to the skill of the counsellor staff. The far-reaching influence of the director is for me the most striking observation of the camp study. Perhaps this is understandable in view of two facts: first, that the large majority of counsellors were very young, untrained, and responsive to the prevailing emotional climate; and second, that summer camp is

indeed a twenty-four hour-a-day intimate living experience for the staff, as well as for the campers.

That the camp director's job is a very responsible one, none of us who has held this position will deny. The twenty-six directors I met certainly accepted full responsibility for their particular camps. But were they all aware, I wondered, of how far-reaching was the influence of the *way* they carried this responsibility?

The earnestness of camp directors, their hard work and long hours impressed me very strongly. However, it must be admitted that most of them were somewhat discouraged by the inadequacies of their counsellors, in terms of their lack of maturity and appropriate experience. Directors often started to discuss this almost immediately after my arrival, as though it were uppermost in their minds, adding, "But I suppose you hear the same thing everywhere." Although this was the case, I nevertheless met a few camp directors who stated that their staff was unusually strong this year and that, due to the war, they had been able to secure the services of very able young wives of service men.

The *way* directors discussed the shortcomings of their staff was very revealing. Some showed sympathetic and realistic understanding of the young counsellors, many indicated considerable irritation with them and sighed for the dear pre-war days beyond recall, while others were frankly rejecting of their staff members, with the possible exception of a few. This brings up the important matter of democracy in camp, for it was very evident that the way the director respected and worked with the staff inescapably set the pattern for the counsellors in their relationship to the campers. Sometime I inquired the *why* of certain written and unwritten rules, only to get about the same answer from the counsellors and from the campers, "Well, I really don't know—it's just one of those things."

In a recent issue of *Camping Magazine*, Abbie Graham suggested that "some day the National Workshop may recommend that no camp will be considered standard that does not consume together some form of food before retiring." This caused me to reflect that late snacks cannot really add that wholesome "plus" to a camp staff. I saw unhappy counsellors diving into mountains of food in the camp kitchen, as though to solace them for the satisfactions their day had failed to provide and then again I recalled a hardworking but relaxed staff, gathering together after taps for some really beautiful part singing, after which some crackers and a box of birthday candy were passed around in festive simplicity.

As the summer progressed, I was increasingly aware that immaturity is certainly not a matter of youth alone, for I saw young counsellors of fifteen



Courtesy of Star Lake Camp—Salvation Army

or sixteen years who were doing amazingly skillful jobs, though, of course, many others who were not. And I also observed some counsellors, by no means young, who were hasty and unimaginative in their relationship to children. I saw counsellors with special skills, who seemed too baffled to use them and other counsellors, without any claim to expertness, who could nevertheless communicate a spirit of adventure which quickened and delighted the youngsters. A number of mature counsellors were teachers, frequently of subjects far removed from camping. While directors praised their so-called "handling of children," my impression was that only some were flexible enough to make the necessary transition to the camping situation and that others were unconsciously carrying over patterns of the class room. There seemed to be an inordinate amount of lining up and marching quietly to and from dining halls, ball fields, swimming pools and craft shops, as though some counsellors must surely be haunted by the confining walls of school corridors, where an informal, straggling group of youngsters would be a liability.

Actually, the summer of 1944 brought me a fresh appreciation of the potential contribution which the young counsellor has to make to a children's camp. It would seem that these young people have had "accelerated maturity" thrust upon them, almost overnight, by becoming virtually a parent of at least six well-grown children! Obviously they needed help in

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Suggested Standards for Camp Referrals of Physically Handicapped Children

By

Ramona Backus

A CHICAGO camp which has for many years served crippled children has been engaged in an examination of its program and policies. A request was made that a committee of the Camping Association draw up some suggested standards for the referral of crippled children.

Such suggested standards were outlined, not only for the crippled, but for any physically handicapped children. The personnel of the committee included representatives of camps and medical agencies. Since camping groups in many other cities are undoubtedly concerned with the same kind of problems it has been suggested that the findings of the Chicago committee might be of general interest. This is a first statement of such standards and it seems likely that it will not be a final one. It provides, at least, a point of departure for thinking about the subject.

Reasons for Referral

A physically handicapped child may be sent to camp for a number of different reasons. A suitable camp must be chosen in the light of the reasons for camp placement as well as in terms of the particular child.

He may be sent primarily for a vacation, to enjoy the out-of-doors, to learn new skills, and to have a change from his year-round routine.

He may be sent to camp to provide for him the opportunity to have experiences with other children and to learn to make better social adjustments. A camp may offer such a group experience under the guidance of adults who are sensitive to his needs, aware of the meaning of behavior, and skillful in manipulating a social situation to make it most helpful to him. Camp also offers an opportunity for the observation of a child's behavior in twenty-four hour living which can yield valuable understanding of him. For a camp to be useful in any of these ways its entire staff must be carefully chosen and trained.

Some camps are equipped to provide the kind of physical and medical care which is an extension of the total medical program for the child. It is urgent that any such therapy be carefully coordinated with the child's year-round medical care.

In some cases children are sent to camp primarily to insure that the medical care and physio-therapy

which they receive during the year in special schools is not interrupted.

Relieving a mother of the care of a severely handicapped child for a brief time may, in some cases, be reason for camp placement.

Standards for Referral

I. Since it is desirable that the physically handicapped child shall not think of himself as necessarily removed from the life of other children, when a camp set up primarily for normal children has an adequate medical staff and medical program and a counselor staff selected and trained to consider the individual needs of children, then many physically handicapped children can go to such a camp rather than to a special camp. Whenever the needs of such a child can be met outside of a special camp it is desirable that he be placed with normal children.

II. A child should not be sent to camp unless he can benefit from what the camp uniquely has to offer: a group experience, an opportunity for social adjustment in a controlled situation, the learning of new skills, and the out-of-door setting. If a child is bedridden, then it would seem that a convalescent home would be a more suitable place for him than a camp. A country convalescent home might give all the advantages of the out-of-doors which a camp would offer and would be more suitable in terms of the child's physical needs. It does not seem wise to send a bedridden child to a camp where the other children participate in a program which he cannot enjoy.

III. Any referral of a physically handicapped child to camp must include a medical history from the medical agency or private physician primarily in charge of the child and a social history telling as much as possible of his adjustment in his family and community. Each camp will want to outline the information which it feels is essential to enable it to carry out its particular program. The thought and care with which the referral is made will determine to a considerable extent the degree to which the camp is able to meet the child's needs.

IV. The camp should be expected to send a medical report and a report of the child's social adjustment to the agencies responsible for his year-round

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If Polio Strikes

Can Your Camp Stand a Searching Inspection and Keep Going?

If Not, Get Busy!

Editor's Note: This pertinent question is asked in the *Health and Safety* bulletin of the Boy Scouts of America, whose work in the study of polio as it affects camping is well-known. The incidence of the disease in 1944 was of great concern to camp directors, and health authorities have asked that every precaution be taken to make camps safe against this scourge next season. The following information is quoted from Boy Scout publications.

I. General Recommendations from the National Foundation for Infantile Paralysis

The National Foundation for Infantile Paralysis has compiled the following suggestions which will be helpful to residents of areas where poliomyelitis is on the march.

"1. During an outbreak of infantile paralysis be alert to any early signs of illness or changes in normal state of health, especially in children. Do not assume that a stomach upset with vomiting, constipation, diarrhea, severe headache or signs of a cold and fever are of no importance. These may be among the first symptoms of infantile paralysis. All children and adults sick with unexplained fever should be put to bed and isolated pending medical diagnosis.

"2. Don't delay calling a physician. Expert medical care given early may prevent many of the crippling deformities. Proper care from the onset may mean the difference between a life of crippling and normal recovery.

"3. Today there is no known prevention or protection against infantile paralysis. All that can be done is to provide the best possible care. Your doctor, your health officer and your local Chapter of The National Foundation for Infantile Paralysis can and will do every thing in their power to see to it that your community is ready to meet an epidemic.

"4. Observe these simple precautions:

(a) Avoid overtiring and extreme fatigue from strenuous exercise.

(b) Avoid sudden chilling such as would come from a plunge into extremely cold water on a very hot day.

(c) Pay careful attention to personal cleanliness, such as thorough hand washing before eating. Hygienic habits should always be observed.

(d) If possible avoid tonsil and adenoid operations during epidemics. Careful study has shown that such operations, when done during an epidemic, tend to increase the danger of contracting infantile paralysis in its most serious form.

(e) Use the purest milk and water you can. Keep flies away from food. While the exact means of spread of the disease is not known, contaminated water and milk are always dangerous and flies have repeatedly been shown to carry the infantile paralysis virus.

(f) Do not swim in polluted water.

(g) Maintain community sanitation at a high level at all times.

(h) Avoid all unnecessary contact with persons with any illness suspicious of infantile paralysis.

"5. Don't become hysterical if cases do occur in your neighborhood. While infantile paralysis is communicable or catching during any outbreak, there are many who have such a slight infection that there are few or no symptoms. This large number of unrecognized infections is one of the reasons there is no practical way of preventing the spread of the disease. But it is also reassuring to know that, of the many persons who become infected, few develop serious illness and that, with good care, the majority who are stricken will make a satisfactory recovery. Remember that although this is a frightful disease, needless fear and panic only cause more trouble.

"6. Attempts to stop the spread of the virus by closing places where people congregate have been uniformly unsuccessful. The resulting disturbance to community life is a disadvantage. Today there is no way by which the spread of infantile paralysis can be completely stopped.

"7. There is no known cure for infantile paralysis. Good medical care will prevent or correct some deformities. But in about every fourth or fifth case there will be permanent paralysis that cannot be overcome. Do not believe those who for one reason or another promise to cure these cases. Be guided by sound medical advice if polio does strike in your family.

"8. In almost all the counties of the United States there are local Chapters of The National Foundation for Infantile Paralysis prepared to help health officers, doctors, nurses, hospitals, and patients in every way possible. Know your Chapter—ask its help if needed—and volunteer to help your Chapter so that it

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Report of ACA Program Committee

Board Workshop = October, 1944

It has been said many times that the strength of the American Camping Association lies in the Sections. But the work of any one Section, particularly the work of its program committee, is relatively weak without the whole-hearted cooperation of all other Sections.

The Programming Group of the Workshop urges upon the Sections more consideration of the benefits to be derived by all camp leaders from coordinated, cooperative effort in a long-term program plan.

This anticipates (1) that the Sections as formerly will continue to devote a large part of their meetings to local problems, and (2) that the Sections will welcome the opportunity to devote at least a small part of their meetings to discussion or study of timely and pertinent subjects which other Sections will be studying concurrently. The findings of the cooperating Sections will then go through the Chicago office for further development in the American Camping Association workshops and conventions. Uniform reporting, as described in the Camping Index plan, will facilitate cooperative studies among the Sections.

Since there are many areas to explore in educational camping, it is a great temptation to be expansive in suggesting procedures and subject matter for the long-term program plan. At present, however, the Workshop group recommends that effort be concentrated on attaining goals under the following headings:

Cooperative program plan initiating in the Sections.

Practically every Section has had unique successes either in subject matter pursued, or in an unusual approach to a subject. The Workshop Group hopes that the Section Program Chairman will send a brief description of such unique successes to the Chicago office of the American Camping Association for the purpose of sharing these ideas with other Sections. Also, it will be helpful if each Section will suggest additional subjects and goals for inclusion in the long-term planning.

II. Program subjects proposed for cooperative study.

A. Major studies for the advancement of camping.

Under this heading are suggested some of the more pressing subjects commanding the attention of all camp leaders, in preparation for changing conditions during these fast-moving war days and the immediate post-war future. If a section works on any of the following overlapping and inter-related subjects, it is hoped that a report will be mailed as soon as possible to the Chicago office.

4. The Contribution of Camping to Social Reconstruction.

a. Adjustments in camping education to prepare youth for new responsibilities toward family, work, citizenship, world relationships.

b. Fundamental Democratic Practices in camp and

their interpretation in terms of world relationship.

- c. Values to be derived from the broadened social experiences (changed attitudes and appreciations) of men and women returning from over seas.
2. Social Gains through the Extension of Healthful Living and Educational Camping to more Boys and Girls.
(Extension of more camping and higher standards.)
 - a. Coordination of all-year educational experiences in the home, school, camp and church.
 - b. War-hastened changes in the philosophy of educational camping. Public School Camps; Co-educational camps; Year-round camps; Family camps; Work camps.
 - c. Camping education and guidance to satisfy the energy, capacity and freedom of youth today. 1. Means of sustaining war-created, worthy interests and attitudes toward work, community, nation-educational, emotional, spiritual. 2. Prevention of delinquency.
 - d. Community planning of camping services. Census of needs: 1. Campers and families to be served; 2. Existing and required facilities, to meet needs; 3. Potential growth of various types of camps, including private camps.
3. Establishing Racial Good-Will through Camping.
 - a. Practices which will help to adjust economic, cultural and educational differences in the social acceptances of other races.
 - b. Inventory of agency aims, policies and experiences in work with mixed racial groups.
 - c. Procedures to alleviate war-generated hatreds.
 - d. Promoting activities in the camps of racial or minority groups to demonstrate their contribution toward racial good-will.
 - e. Effects of changed attitudes and appreciations of service men and women returning from over seas.
 - f. Selection and training of staff.
 - g. Evaluation of desirable practices in developing racial good-will.
4. Appreciation of Genuine Work Values through Camping.
 - a. Counteracting false values of wartime employment.
 - b. Developing a sense of worthiness and usefulness.
 - c. Making the educational experience of work more vital. Reviving the American pioneer spirit toward work.

- d. Fostering independence to forestall excessive regulation.
 - e. Interpreting work values in discussion groups.
 - f. Plan for re-education of staff in attitudes toward work.
- B. Suggested nucleus list of general subjects for cooperative study among the Sections.
- The intention here is to assemble a list of general subjects which may prove helpful in the planning program by Program Chairman of the Sections. If a Section pursues any of these subjects and will exchange reports (preferably in the standard Index form) with other Sections, the accumulated ideas will be useful, and will eliminate such unnecessary repetition in developing the subjects at future Section meetings or at American Camping Association workshops and conventions:
1. Appraisal of war time camping in the light of youth's heritage of fun and happiness.
 2. Essentials in training courses for camp leadership. Directors, Counselors, Apprentice Counselors, Older Campers.
 3. Administrative practices in directing the camp program, and plan for coordinating the work of the staff. Operational techniques.
 4. An effective plan for pre-season conference with the staff; specific information given to staff members at the opening of camp.
 5. Pre-camp information to camper, and to parents: Information to campers at opening of season. Subjects covered; forms used.
 6. Post-war adjustments in personnel and the camp program.
 7. Form and content of character and activity reports to parents. Method; frequency; follow-up; records; etc.
- C. Program subjects for which reports are now available in Camping Index form, to serve as the basis for further studies.
- The dates after the subjects refer to sessions of the New England Section from which the reports were derived. Whenever subsequent meetings return to a subject or a variation of it, the previous Index report is used as part of the basis for discussion. In pursuing these subjects, related resource material should be used as found in the Camping Magazine, and American Camping Association publications such as, Marks of Good Camping; Role of Camping in America Today; Camping—a Wartime Asset; Leadership for Camping; the Annotated Bibliography.
- Following are the available reports in the Camping Index Form:
1. Aims and Standards (a major Index heading). The Most Effective Democratic Practices in Camp 2-26-44. Living in Camp 2-27-42.
 2. Campers. Choosing Experiences for the Best Growth of the Campers 2-8-42. Why Camp for Jack and Jane 2-8-41.
 3. Counselors. Personnel Practices Leading to an Efficient, Loyal Staff 2-25-44.
 4. Programs. Liftime Enrichment from Evening Hours 2-7-41.
- D. Outline of Desirable Practices for Major Camp Activities.
- The Workshop Group recommends the development of outlines of desirable practices for several major camp activities as indicated below, and believe many camp leaders will welcome this kind of specific aid. The American Camping Association and Section Program Committees should cooperate in assembling this resource material in concise, easily workable form which would carry the authoritative strength of pooled judgment and experience. At the outset, for example, one Section might start on an outline for Campcraft which should be offered for use and adaptation by camp leaders, with the explanation that it is not complete, nor the ultimate, but it represents the Section's best thought on the subject as of the latest revision date.
- After other Sections have worked on the same subject endorsement might be anticipated by the American Camping Association at a workshop convention. Thus, several outlines prepared in the standard Camping Index form, and frequently revised, would grow into a valuable handbook for director, counselors and trainees. The proven value, over many years, of the Red Cross Standards on Swimming, and the American Camping Association Canoeing Standards (now out of print) suggest the approach to the potentialities of such outlines which tend not to standardize but to raise the level of good practice.
- E. Informative Statements about Educational Camping and the American Camping Association.
- III. Studies and Research of the American Camping Association related to programming, especially in the Sections. (See report of Studies and Research Committee.)
- IV. American Camping Association publications, including *The Camping Magazine*, promoted as reference material and programming ideas, especially for the Sections. (See report of American Camping Association Publications Committee.)
- V. Adoption by the Sections of a uniform reporting system. Uniform reporting under the Camping Index plan has been adopted by several Sections. A description of the plan will be mailed to Section Presidents, and Secretaries, upon request sent to the Chicago office. Sections may order sets of the Index description, punched sheets and tabs, at 25 cents a set plus packing and shipping charges.
- VI. Outline of Programming Techniques as a guide for Section planning.
1. Selection of material
 - a. Every Section should take a long-term view of its program; the responsibility for determining the

(Continued on page 24)

WITH OUR AUTHORS

Henry M. Busch, author of "Goals for Camping in The New World Setting," is executive director of the National Committee on Post War Immigration, New York City.

* * *

George A. Mozealous who suggests camping activities "Round The Calendar" is director of program for the Detroit Area Council of the Boy Scouts.

* * *

Sanford Solender, author of "Group Work and Camping," is director of the Council Educational Alliance, Cleveland.

* * *

Dora M. Einert, reporting her visits to twenty-six summer camps, "I Listened and Looked," is director of the East Harlem Youth Project, New York City.

* * *

Emily H. Welch is very generous in sharing with the camping world what it is like to have been a camp director for a long, long time. She writes "A Milestone," from her camp, Wabunaki. Miss Welch was national president of A.C.A. in 1932 and 1933.

* * *

Ruby M. Jolliffe, who raises the question, "If V-Day Should Come During the Camp Season," is

Superintendent, Camp Department, Palisades Interstate Park.

* * *

William M. Grimshaw, author of "The Conduct and Implications of Day Camping," is professor of Education in the School of Health and Physical Education, Ithaca College, Ithaca, New York. This article is a report on the author's doctoral study entitled, "The Administration of Day Camps in the United States." This study was submitted to the School of Education, New York University, October, 1941.

CONGRATULATIONS TO NEW SECTIONS

We are glad to announce two new Sections of the A.C.A. They come in neat alphabetical order, filling in the gap between Allegheny Section and Chicago.

ARIZONA SECTION. Officers: George Miller, President; Taylor Roberts, Vice President; Elnora Larkin, Secretary; Jerome Delvin, Treasurer.

CENTRAL NEW YORK. Officers: Adj. Wm. E. Chamberlain, President; Cornelia A. Woolf, Vice President; Jean M. Maxwell, Secretary-Treasurer.

We are sure, from the reports of our Executive Secretary, Thelma Patterson, that they will do much to fill in the gaps that now exist in our camping set-up in the United States, and thus extend camping to more children.

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Goals for Camping . . .

(Continued from page 4)

competent counsellors. More than ever we need camp leadership training institutes, for it does no good to say that camping should give children a happy experience, rich in diversified activities, if the counsellors do not know what to do in camp. Our institutes must then stress activities and skills, all the while attempting to help the counsellors develop insight and a sense of values.

If we are to make the most of our opportunities, we must conduct much of this leadership training out of doors in the camp setting, in practical demonstrations and try-outs of our skills.

Every community needs the benefits of an institute and all communities in New York State may have them, for the New York State Committee on Organization Camping has funds available to help local communities set up institutes. If the local communities will provide the basic staff for the routine problems and activities of camping, the New York State Committee on Organization Camping will furnish the funds with which to secure the services of two or three of the outstanding figures in the national camping field.

The necessity for attempting to train leadership is more important now than ever before, for we are deprived by the war situation of the large resources of trained counsellors we draw upon in peace time. We must use young, inexperienced counsellors and older, less enthusiastic people.

But above all we have the responsibility of conducting the best camps possible, because the privilege of camping this summer has been bought with a great price: by the Poles whose liberty and people were murdered; by the French, who fought a losing battle because they never understood what they were up against; by the British who, alone, held the Nazis off for a year and a half; by the Chinese, who held up the Japs for five years; by the Russians, who struck the heaviest blows of the year; by all the men of the United Nations who gave up their peace-time pursuits—and many gave up their lives—to turn the tide of history. We are using *bought* time, but we have not *paid* for it. Therefore, we have a special obligation to use it well.

How would American fighters want us to use it? They want to *create a world* in which children can be safe; children can grow up free to be the best kind of people they may become; children can be happy. They *would want* American kids to be in camp. Therefore take this summer's leadership as an opportunity to do for the boys in the service what *they can't do*.

Camping in modern times is serious business, so

serious that patriotic Americans interested in developing living memorials to the men who sacrificed their lives in this war, are adopting camping as one of the ways to honor our dead.

This is the time to set standards high. This is the time to recognize that camp directorship is a full-time job. This is the time to recognize that training for adequate counsellor performance cannot be achieved in one week before camp and in one week after camp . . .

These are the most challenging times in which men ever lived and these are the most challenging times in which to conduct camps. Only as we set for ourselves and try to realize new goals which are interpretations, in our modern setting, of the best mankind has yet achieved, can we be true to our trust.

Suggested Standards for Camp Referrals

(Continued from page 15)

care. The nature of these reports will be determined by the way in which they are to be used. For example, the information included in the report to a clinic might be quite different from the information which a school would find most useful.

It is chiefly through such reports that the child's camp experience can be integrated with his year-round life, and it is felt that care and thoughtfulness in the making of such reports is an important part of the camp's responsibility.

V. The camp should assume the responsibility for deciding which children it can accept. This selection should be made on the basis of all reports and not on the basis of quotas to social and medical agencies. It is important that each camp find those children whom it can most adequately serve, and this cannot always be assured by routinely accepting a certain number of children from each referring agency.

Each camp should determine its own requirements for entrance and the medical agency primarily responsible for the child's care should carry out any necessary preparations, such as dental care, immunizations, assuring freedom from any contagious or infectious conditions, etc.

CLASSIFIED WANTS

Want a camp job? Need counselors, a camp cook, physician, or assistant? Want to buy, sell, rent or lease a camp? Advertise your wants economically in this section. Rates: \$2.00 minimum for 5 line insertion. Figure eight words per line. Additional lines 40c each. Send your copy, accompanied by check, by the 15th of month for insertion in our next issue.

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Chicago 10, Ill.—Chicago Craft Service, Craft House, 615 No. LaSalle St.

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Detroit 26, Mich.—Dearborn Leather Co., 834 Michigan Ave.

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Los Angeles 55, Calif.—Schwabacher-Frey Co., School Supply Division, 736-738 So. Broadway

Nashville 3, Tenn.—Nashville Products Co., 158 2nd Ave. N.

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CANADA: Toronto—Lewis Craft Supplies, Ltd., 8 Bathurst St.

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BOSTON 16, MASS.

Day Camping . . .

(Continued from page 8)

camping adventure found best in rugged, wooded areas with hills, streams, and nature's attractiveness. Finally, there should be qualified leadership gained through training and experience in the area of teaching or administrative responsibility to be assumed.

To the pioneers of this extraordinary camping program who focused their progressive thinking on the child and his interests much should be attributed. Irrespective of the type of social agency sponsoring it, the day-camp under proper guidance is said to have not only promoted daytime programs comparable to those of the best traditional youth camps but also to have become instrumental in conveying the meaning of camping-education generally. It has further helped to establish public confidence in an outdoor-living program for youth and has devoted itself especially to the equality of opportunity principle for boys and girls.

Statement Regarding the Bibliography

Space for this presentation does not permit publication of the reference materials. The bibliography

used in this study contained over fifty primary and secondary references. Obviously the reference list was not long. It was, however, exhaustive at the time of its completion. Persons desiring to gain further information concerning the study and the bibliography will find the dissertation available in the library of the School of Education, New York University, New York City. The study can also be located at the Library of Congress, Washington, D.C.

Group Work and Camping . . .

(Continued from page 11)

tion of camping with the profession of group work which is usually practiced in youth-serving agencies throughout the year can advance this trend.

Organized camping has an unexcelled opportunity to provide young people with vital social experience in group living. With Barbara Ellen Joy, we firmly believe that the quality of organized camping will continue to grow as the practices of the field assume professional stature. Let us recognize that this goal for camping can best be furthered through identifying its aspirations with the emerging profession of group work.

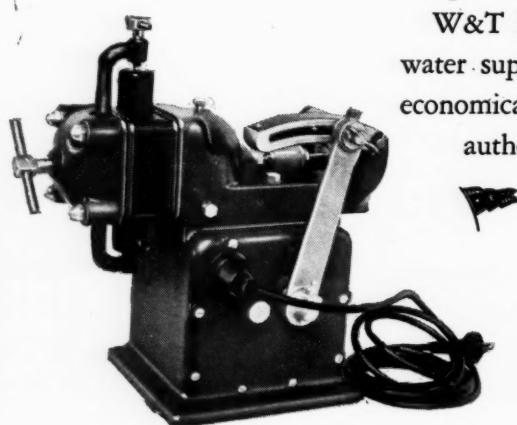


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C-17

If Polio Strikes

(Continued from page 16)

will be able to render the necessary services."*

II. Specific Suggestions for Applying These Recommendations

"Every Council's Health and Safety and Camping Committee should—right now—make a very strict inspection of its camp to determine if all is well with its sanitary equipment and that its camp program is not too exhausting.

"Here are a few suggestions:

"Get rid of flies in mess halls and kitchens by swatting, catching them with sticky fly paper, or traps.

"Prevent entrance by: repairing screens; corking openings around the screens or window frames (this can be done with pulp made from newspapers soaked in water). Make screen doors fit by adding strips or planing.

"Eliminate particles of food which will attract or feed flies.

"Clean up the area around the kitchen by: raking, burning or burying all rubbish, food particles, manure and other material which may attract flies; placing fly traps at strategic points; keeping garbage cans tightly covered, absolutely clean, and the ground on which they rest sprinkled with lime. If privies are in use, the seat covers should fit tightly and be rigged so that they will fall in place when not in use. The vault should be fly tight and kept dark.

"In those sections where this disease is known to exist an effort should be made to prevent physical exhaustion from overplay or overwork. As applied to Scout camps, all activities that require great exertion and speed should be slowed up and the period of exertion shortened. Swimming period should be limited to thirty minutes when the water is warm and reduced to twenty or even ten minutes when the water temperature is below 72 degrees. The ten hour sleep rule and the one hour siesta period after lunch should be strictly enforced.

"With the country in a state of alarm over increased juvenile delinquency, it is most important that camps be kept in operation just as long as possible. To close them because there were a few cases in the county the camp occupied, is neither good judgment nor good protection. Why should our camps, where conditions are excellent, close when stores, moving-picture houses and theatres remain open, busses and trains continue to be overcrowded, and juvenile misconduct with its attendant dangers is rampant? If the health authorities decree it then you must close, but don't be scared into doing so by a few hysterical people of narrow vision."**

* "When Polio Strikes," Publication No. 51, National Foundation for Infantile Paralysis, Inc., reprinted from June 1944 issue of Health and Safety, BSA.

** "If Polio Strikes," Health and Safety, Boy Scouts of America, June 1944.

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(Susquehanna Camp for Boys, New Milford, Pa.)

* * *

"I am very much pleased with the returns which we received from the Herald Tribune this year and feel that we owe a great deal to you. The cost of each registration was unusually low and the type of girl who came through the advertising in the Herald Tribune was very fine."

(Camp Cowasset, North Falmouth, Massachusetts)

SCHOOL AND CAMP SERVICE

NEW YORK

Herald Tribune

Report of ACA Program Committee

(Continued from page 18)

underlying theme should be borne by the Executive Committee. Planning details of current meetings would be the function of the Program Committee. (1) Subjects listed under the Camping Index are suggested for consideration. (2) Continuity of personnel of the Executive Committee is desirable for efficient long-term planning. Hence election on only part of the Committee annually with members to serve at least three, preferably four, years is recommended.

- b. Try to discover the needs of the majority of camps. We suggest submitting to the membership, topics developed at the Workshop, with the request that they check those which appeal to them.
 - c. Resource Material. (1) American Camping Association Publications; Camping Magazine; Workshop Reports; Camping Index. (2) Local Resources.
 - d. The program should include material for creating a spirit of good fellowship; for building morale. (1) Singing. (2) Seating arrangements at meals; round tables rather than banquet board.
2. Method of Presentation of Material
- a. If by a lecture, the speaker should be an expert, having information not generally shared by the group.
 - b. If through a panel discussion, the members of the panel, preferably a small group, should meet previously and agree on the ends to be achieved. They should represent different points of view and, likewise, attempt before the panel discussion, to ascertain the ideas pro and con, of several members at large. A majority of the panel should be able to reach definite conclusions. Choosing a leader capable of keeping the discussion to the point, summarizing and drawing conclusions, is, therefore, of prime importance.
 - c. The conference method is suggested where: (1) The members have had considerable experience in the problem. (2) They feel a real need. (3) They believe they are capable of doing something about the problem. (4) The group can be limited to approximately 25. (5) The leader has ability to hold discussion to the problem under consideration; to ask thought-provoking questions; and to summarize the principle ideas developed.
 - d. The seminar method; as above, except a resource person with much experience should be a member of the group for consultation.

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cious, healthful juice, comparable in flavor, body,
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- e. The workshop method: involves the assignment of specific subjects for study and research, and is especially designed for long-term planning.
- f. A combination of C, D, and E is possible.
- g. Aids: (1) Visual—movies, stills; (2) Demonstration—especially of skills; (3) Exhibits—photos, charts, diagrams, specimens, etc.
- h. Avoid planning too full a schedule, so that you may keep strictly to schedule. Punctuality is a very desirable feature.
3. Who Presents Material.
 - a. Canvass the talent in your own Section.
 - b. Use local resources, such as—educators, personnel directors, food purveyors, pediatricians, psychiatrists, historical societies (as for camp fire material), insurance consultants, hotel stewards, dieticians, Government Bureaus, U. S. Forest Service, Public Health Bureau, etc.
 - c. Select an individual who will have full responsibility for securing program talent. He should: (1) Outline the scope of the subject matter to be presented so that a prospective speaker, member of panel or seminar leader shall have a clear idea of the problem to be discussed. (2) Agree on all financial arrangements. (3) Follow up each individual before the time of the meetings to assure a clear understanding of his appointment. (4) See that he is cordially greeted upon arrival, and duly thanked for his part in the meeting.
4. Place of Meetings.
 - a. The physical setting should be interestingly and attractively arranged, and as far as possible, be in harmony with the subject.
Camp skills could be taught best in camp setting; commissary information might be given in a hotel.
 - b. The place of meeting should be reasonably accessible and the accommodations adequate.
5. Time of Meetings.
 - a. Availability of desired, suitable meeting places.
 - b. Lack of conflict with other interests.
 - c. Scheduled well in advance—for a year, if possible.

(Continued on page 26)

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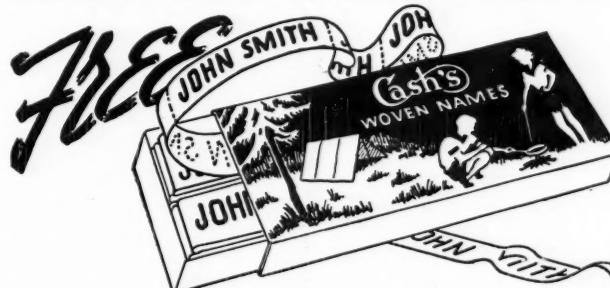
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4. Assistance in setting up an archery program that will appeal to all your campers

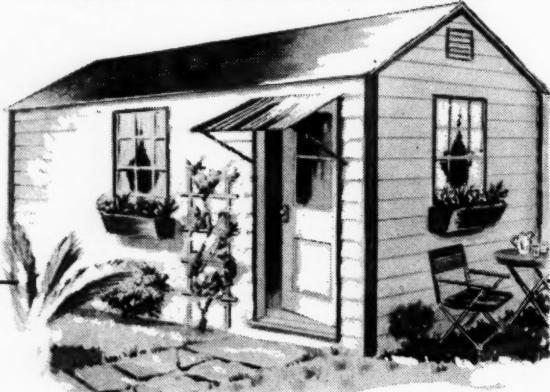
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6. Promotion
 - a. Stimulate interest through the unusual.
Illustrate announcements.
 - b. Follow up meeting with report to all members, or send some high-light of the sessions to catch interest, and to arouse curiosity and a desire to attend the next gathering.
 - c. Commercial exhibits are suggested as an additional attraction because they provide helpful information on many personal problems. Should be attempted only when the prospective attendance justifies the exhibitors' investment.

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ACA Annual Meeting and Workshops

The ACA Board of Directors annual meeting is scheduled for April 6, 7, and 8, 1945, at Sunset Camp, Bartlett, Illinois. Each section is entitled to two representatives.

In addition to the important business of the annual meeting, there will be four workshop groups on the convention subjects, with outstanding leaders. Roy Sorenson will act as coordinator for the workshops and will give the closing summary.

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Studies and Research Committee Reviews

Minimum Essentials for a Safe Waterfront and Standards

Exceeding Minimum Essentials

By Betty Spears. (Obtainable through interlibrary loan from the Librarian of the Department of Hygiene and Physical Education, Wellesley College, by the request of a qualified librarian only.) June, 1944.

An exhaustive study of standards for the construction, equipment, and layout of camp waterfronts.

The Singing Caller

By Ann Hastings Chase and associates. (Association Press, 347 Madison, New York, N.Y.) Price: \$1.50.

Those interested in square dancing will wish to purchase this book. Directions for the dance steps and figures are arranged in parallel columns with the words of the calling. Lively sketches animate the text.

Creative Personalities Series, Volume I and II.

Edited by Philip H. Lotz. (Association Press, 347 Madison, New York, N.Y.) Price: \$1.25 each.

Volume I, entitled "Vocations and Professions" contains informative accounts of fourteen talented men who attained professional prominence and occupational achievement that is outstanding but not impossible to emulate. Volume II, "Women Leaders," tells the stories of women who have changed human history through the projects to which they devoted their efforts. Camp directors who emphasize the vocational angle will be interested in these two volumes.

Health and First Aid

By Dr. Morris Fishbein and Dr. Leslie Irwin. (Lyons & Carnahan, 2500 Prairie Avenue, Chicago, Ill.) 1944.

An excellent text to use in teaching first aid in camp. There are three major features which make it useful: 1. Summaries that really review important things to remember; 2. Objective tests that cover the high points of the lessons and measure the accomplishment of the student; 3. Practical problems of actual situations in which first aid knowledge must be applied in a practical way.

The Report on the University of Michigan Fresh Air Camp, Summer 1944.

By Robert Rosema, Resident Director.

This report, along with the report of the Coordinator, make very interesting reading. It faces in frank detail the problems encountered in operating an inter-agency camp, including operational, leadership, records, public relations and the methods of working with the agencies which referred the campers to the camp. The problems were many and varied and the way in which the Director met them and the recommendations he makes should be of deep interest to all who run camps along similar lines. This camp, operated by the University of Michigan, serves also as a Workshop for young men and women desiring graduate credit in the fields of education and sociology. It is possible to join this staff on a basis which will provide tuition, room and board on a scholarship basis. Academic courses are given in the camp during the camp season with the camp itself serving as the laboratory.

Recreation for Men

(National Recreation Association, 315 Fourth Avenue, New York, 10, N.Y.) Price: \$1.25.

A guide to the planning and conducting of recreation activities for men's groups. Includes indoor activities, drama, music and hobbies, outdoor games, winter and water sports, canoe stunts and races. A good bibliography follows each chapter. Very good for boys' camps.

Recreation While on the Mend, in Hospitals and at Home.

(National Recreation Association, 315 Fourth Avenue, New York, 10, N.Y.) Price: \$1.25.

Much careful thought was used in the compilation of this pamphlet, which is very good. Obviously it is timely, especially since one chapter is devoted to adapting activities to individual and group needs in military and general hospitals. It would be useful in camps during the "mending" process.

I Listened and Looked

(Continued from page 14)

their new role, yet all that was available to them was the time which the busy director or head counsellor was valiantly trying to squeeze from his already full-time assignment. It would seem incontestable that we owe them the full time of several specially selected staff members, rather than such borrowed time.

A re-alignment of the skilled staff seems indicated when, due to the war situation, young people from fifteen to twenty years of age are used as full counsellors with responsibility for a cabin group, rather than as junior counsellors who assist experienced ones. Through continuous in-service training, creative supervision and consultation service, such skilled staff can provide young workers with a resource and a support for their own insecurity. Where such help is not available, I believe sensitive young counsellors, who are potentially excellent material, become baffled and discouraged; while less adequate ones assume increasingly authoritarian attitudes and may even become decidedly punitive. Another big vantage point in developing a staff of young counsellors during the present emergency is that a camp may hope to retain their services for several years, whereas college juniors and seniors may frequently only serve one season before full time positions conflict with summer jobs.

In conclusion I would like to suggest, since the camp director cannot escape setting the stage for a ten-week continuous performance, that he define his own function ahead of the camp season so that in selecting the staff, he may protect himself from the undesirable position of pinch-hitting for the nurse, dietitian, statistician, bookkeeper or chauffeur! Only thus can the skillful director assure himself time to carry his appropriate responsibilities in the way which is in accordance with his understanding of the way of life in camp.



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Camping 'Round the Calendar

(Continued from page 6)

Preparing for a fall, winter or spring trip calls for a new set of camping and hiking plans but they follow the pattern familiar to all "out of camp" trips. Let's prepare Jimmie and Billy (or Joan and Jane, if you prefer) and the others for a camping or hiking trip during some season of the year other than summer.

If the group is not accustomed to all-weather hiking and camping, then most certainly the first trip should be an easy one-day or one-afternoon affair. The age and ability of the campers will dictate the length of the trip. First of all, we want to be sure to have a destination in mind. It would be well to let mother and dad have that information. We should try to find some place where we can warm up a bit before the return trip if the weather is at all chilly or damp. Let us hope that if your camp is close at hand, it has one or more buildings set up for all-weather use. If not, then you may know of some such nearby camp and can secure its use. Lacking either of these, perhaps your cottage at the lake or the cottage of a friend can serve this purpose. Or then again, there may be a park building available. We hope it has a stove of some sort both for cooking and heating.

Please don't drive right to your destination. Let's hike a bit—at least a few miles. There's such a tendency to slip indoors and get cozily settled by the fire before we've even had a chance to experience the exhilarating thrill of a crisp fall day or the tingle of the winter wind or the soul-filling joy of the first spring days. We'll have a lot of fun along the way trying to decide whether those tracks were made by a wolf or merely by the dog down the road. And the scurrying rabbits will leave mystifying trails in the snow of winter or soft moist earth of early spring. A pause along the trail for a good healthy and hearty "discussion" as to whether the bark of this tree indicates it is a hickory will be considerably worthwhile if you've remembered to stow a nature book in your musette bag (unless you *know*).

Perhaps you've a group of Jimmies and Billys with you on this trip and have gone a bit deluxe by having an advance guard prepare the cabin so that it will be warm and toasty for them. Well, save that as a surprise—it'll be a pleasant one. And the dads who have gone ahead to prepare the way will be every bit as enthusiastic about this out-of-summer outing as will be the youngsters on his expedition.

Whether or not a hot meal is prepared depends upon the previous ability and experience of the campers. They should have a hot drink. Prepared cocoa is suggested or perhaps you can heat up some choc-

(Continued on page 29)

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late milk, that is, if it has been packed in newspaper so that it won't freeze. Sandwiches will do the trick for this one-day trip, provided, of course, there are enough of them. Hot soup will help, too. A candy bar is a good idea. (A youngster will concede this point at any time.)

Remember, the first thing we want to teach is what to wear. The simplest rule to apply is this: "If you didn't bring it with you, you can't put it on." If, on the other hand, you are wearing too much, it's quite easy to "peel" if you begin to perspire. Several layers of porous wool with an outside covering of closely woven, wind-repelling cotton or animal hide is the best type of clothing. Keeping dry is all-important; moisture conducts heat away from the body. If Jimmy or Billy (oh, yes, or Joan or Jane) begins to become overheated in cold weather, some clothing should be removed and then put back on when he begins to cool off.

So, our first lesson for Jimmie or Billy, or Joan and Jane, is that he should wear layers of woolen clothing, perhaps light in weight, but warm, rather than one or two very heavy garments. A pair of wool sox next to the skin, then another pair over these (both of medium weight, though both need not be wool) will keep the feet comfortable if hikers wear shoes of sufficient size to accommodate easily the extra sox. During the cold weather, don't stop to dry off shoes or sox unless you can find protection from the wind and can build a fire. You'll find they don't fit well without these aides.

Well, Jimmie and Billy AND Joan and Jane are waiting in the house down the street. Let's stop by and get them and we'll take an afternoon trip as our first step toward "Camping 'Round the Calendar."

CORRECTION OF TYPOGRAPHICAL ERRORS IN REVISED CONSTITUTION OF ACA:

1. Constitution — ARTICLE IV — Section 1 — should read:

The Officers of this Association shall consist of a President, Vice-President, a Secretary and a Treasurer to be elected *biennially* (instead of bi-annually) by vote of delegates of chartered Sections at the Annual Meeting . . .

2. By-Laws — ARTICLE I, Section 2 — should read —

Only paid-up members, Camp, Sustaining and Active (instead of Honorary) members of the Sections, shall have the privilege of voting and holding office in this association.

CANOES WANTED in first-class condition. Size 18 feet long x 36 inch beam, flat bottom preferred. Write and state price and size to Box B-11, The Camping Magazine, 343 S. Dearborn St., Chicago 4, Ill.

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HEAD COUNSELOR WANTED for girls private summer camp near Conway N. H.; established ten years, beautifully located and well equipped. Applicants must have best of qualifications and experience. Write Box B-13, The Camping Magazine, 343 S. Dearborn St., Chicago 4, Ill.

WANTED: Experienced Camp Director to take financial interest in Maryland waterfront camp near Washington. Beautiful 115 acre site; several buildings; improved and equipped. Director must secure personnel and maintain responsibility of operation; owner maintain property and assist in securing following. Write Box B-5, The Camping Magazine, 343 S. Dearborn St., Chicago 4, Ill.

FOR SALE

For Sale—at close of 1945 season. Camp equipped for 50—with unlimited space for expansion. Located near Ely, Minnesota. Ideal in every way for either boys or girls. For particulars write to Frank J. Winters, 735 William St., River Forest, Ill.

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POSITION WANTED

Young man, 34, single, available during summer of '45, for position as Program Director or Head Counsellor. Several years' experience in Camping, sociological and supervisory activities. Has had professional experience as a radio actor over CBS, WWJ, WJR and other stations. Can write and direct Campfire activities and stunts; is also qualified in devotional activities and inspirational direction. Prefer a progressive set-up and can furnish excellent recommendations. Write Box B-14, The Camping Magazine, 343 S. Dearborn St., Chicago 4, Ill.

Position wanted in girls' camp by couple with camp-age daughter. Man has twenty years experience as head of Canoeing, Campcraft and Trips. School teacher with M.A. degree. Wife—several years of Arts and Crafts. Write Box B-12, The Camping Magazine, 343 S. Dearborn St., Chicago 4, Ill.

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FOR RENT—Camp Eagle Lake, Eagle River, Wisconsin on shore of Eagle Lake on chain of 27 lakes. Main building and fifteen cottages all completely furnished. Boats, sandy bathing beach, playground, electricity. Borders large State Park. Riding Horse Trails. Write L. Bamford, Plymouth, Wisconsin.

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Congregation would like use of small mountain hotel with swimming facilities to house co-ed summer camp for 40-50 children 6-14 years, have own counsellors. Kosher kitchen essential. Write Box B-9, The Camping Magazine, 343 S. Dearborn St., Chicago 4, Ill.

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HERO'S PARENTS GIVE INSURANCE TO BOYS' CAMP

Mr. and Mrs. John Clubb, 1206 W. 150th st., East Chicago, Ind., whose son, Pvt. Robert Clubb, 26, was killed on Saipan, have donated his \$10,000 war risk insurance to a projected boys' camp, they disclosed yesterday.

"We feel we could not touch a cent of the money," they said. The check was turned over to the Rev. Michael A. Campagna, pastor of Immaculate Conception church in East Chicago, who is sponsoring a Lake county camp to train boys for trades and professions.

Pvt. Clubb, an infantry scout, was killed when he detected a Japanese ambush on the Pacific island.

Mr. and Mrs. Clubb are steel mill employees.

Reprinted by permission from the Chicago Tribune, Dec. 9, 1944.

CLASSIFIED WANTS

POSITION WANTED

Position wanted as Head Counselor, Program Director or similar position in boys' camp. 22 years experience as a camper, counselor, camp director, "Y" worker, school teacher and coach. Available June 15 to Sept. 1st. Write Box B-4, The Camping Magazine, 343 S. Dearborn St., Chicago 4, Ill.

CAMPSITE WANTED

CAMPSITE WANTED—Inland lake; 100 miles from Chicago; 10 day period August 1st; secluded; we provide leadership and program; you furnish meals. Write Paul Whaley, 9354 S. Winchester Ave., Chicago 20, Ill. Phone BEVerly 4368.

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100 acres or more within 60 miles of Milwaukee, Wisconsin, suitable for girls' camp. Write Box B-10, The Camping Magazine, 343 S. Dearborn St., Chicago 4, Ill.

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Manufacturers are invited to submit suitable material for possible listing in this section.

Summer Camp Manual—Kellogg Co.'s excellent menu planning and recipe manual. Invaluable to camp cooks and dietitians. Kellogg Co. has also prepared the "Manual of Cooking for Boy Scouts", "Trail Cookery for Girl Scouts" and "Campfire Cookery—Menus and Recipes for Outdoor Cookery". Each of these attractively illustrated booklets is filled with directions on preparing meals sure to satisfy those ravenous outdoor appetites. Write to Kellogg Co., Camp Department, Battle Creek, Michigan, specifying which booklets you wish to have.

Craft Catalogs are available from the following companies:
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"Arts and Crafts for Hand Decoration"—Thayer & Chandler, 910 West Van Buren St., Chicago, Ill.

"Archery"—L. C. Whiffen Co., Inc., 828 W. Claybourn St., Milwaukee, Wisconsin.

"Indian Crafts"—Plume Trading & Sales Co., Inc., 10 W. 23rd St., New York 10, N.Y.

"Archery"—Ben Pearson, Inc., Pine Bluffs, Arkansas.

"Catalog of Craft Supplies"—American Handicrafts Co., 193 William St., New York, N.Y.

"Craft Reporter"—Craft Service, 337 University Ave., Rochester, N.Y.

Fellowcrafters, Inc., 64 Stanhope St., Boston, Mass.

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Metal Crafts Supply Co., 10 Thomas St., Providence, R.I.

"Silvercraft Supplies"—Wm. J. Orkin, Inc., 373 Washington St., Boston, Mass.

"O-P Craft Catalog No. 44"—Creative Crafts for Designing and decorating. O-P Craft Co., Sandusky, Ohio.

"America's Forests"—An attractive, informative booklet telling the story, in words, pictures and charts of this great national resource. 44 pages. Write to American Forest Products Industries, Inc., Washington, D.C., for your copy.

Available from YMCA Motion Picture Bureau, 347 Madison Ave., New York 17, N.Y., 16 mm. films suitable for use in Camp Counselor Training sessions. Leaders' discussion outlines for each subject are available on request. These films can be utilized effectively to stimulate discussion of sound educational theories and methods, as applied to camp leadership.

YS-104 Camping Education—2 reels. A March of Time film which tells a vivid story of the training program at National Camp for Professional Leadership, sponsored by Life Camps, Inc. The progressive program in operation here and at Life's Camps for Boys and Girls is clearly pictured. This film will stimulate lively discussion and bring many new ideas for worthwhile camp activities.
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Y-403 Scout Methods of Waterfront Safety—1 reel silent. Gives the do's and don'ts of waterfront safety in a humorous and everyday manner. Suggests many safety features which should be included in any waterfront safety program. Extremely valuable for training sessions for counselors and with campers for teaching good waterfront "attitudes" and methods.
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"How Times Have Changed"—New Menstrual Manual combines popular interest with authoritative information, available to camp-owners, directors and their associates. Also Question-and-Answer Folders and TAMPAX samples. Write to Educational Department, TAMPAX Incorporated, 155 East 44th Street, New York 17, New York.

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